

## **Criterion One. Mission**

**The institution's mission is clear and articulated publicly; it guides the institution's operations.**

### **Core Components**

**1.A. The institution's mission is broadly understood within the institution and guides its operations.**

**1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

Creighton University was founded in 1878 at which time the initial mission was adopted. The most recent reaffirmation of the mission took place in 2012 when the Wisconsin Province of the Society of Jesus and the Creighton University Jesuit Community collaborated to clarify the relationship among the Society of Jesus, the Jesuit Community at Creighton University, and the University in ways that would preserve and promote the Catholic and Jesuit character of the institution and ensure that it remains a Catholic, Ignatian and Jesuit work. A ["Declaration of Mutual Purpose"](#) committing reaffirming and protecting the Catholic, Jesuit character of the mission of higher education at Creighton was signed by the university's president, Chair of the Board of Trustees, and representatives of the Wisconsin Province.

One outcome of this Declaration was to make more transparent the role of the Board in ensuring that the mission and identity of the University is reflected in the curriculum, programs, policies and procedures of the University. To this end, the Mission, Identity, and Student Life Committee of the Board is charged with promoting an, understanding and appreciation of the Catholic, Ignatian and Jesuit Mission and Identity of the University throughout the university-wide community.

**1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.**

Creighton is the most comprehensive of all Jesuit universities in that it is composed of nine colleges and schools including Arts and Sciences, Business, College of Professional Studies, Medicine, Dental, Law, Nursing, Pharmacy and Health Professions and a Graduate School. The combined schools and colleges offer associate, baccalaureate, master, and doctoral degrees and credit-bearing certificates in over 130 programs. In order to reach a broad spectrum of audiences, consistent with advancing the Jesuit presence, both globally and to diverse populations, programs are offered in face-to-face, hybrid, on-line, and accelerated formats. Despite this diversity of curricular programming and delivery method, Creighton University collectively exists for "students and learning," as noted in the [Mission Statement](#).

The Enrollment Management team consistently works to recruit students who share the Creighton mission of providing [service to others](#) and creating a more just world. For example, in enrolling freshman student population, between 75% and 80% have been actively involved in service work in their high school and prior to coming to Creighton.

Academic excellence is important to us in our Jesuit mission. In our undergraduate traditional student population, over the last decade, we have increased the number of students who scored between 30-36 on ACT or comparable SAT from 191 students in 2006 to 257 in 2015. Creighton has also increased the [average ACT score](#) from 25.6 in 2001 to 26.78 in 2015.

The [high school GPA of 3.8 or higher](#) has grown from 495 students in 2006 to 572 students in 2015.

Creighton has also increased the diversity in our freshman class by focusing efforts to increase the number of [students of color](#) and those of various faith traditions, and cultural backgrounds. In 2009, 22% of our student body was comprised of students of color. The representation of students of color grew to 28% in 2015. Roughly [40-45 different states](#) are typically represented in our freshman class. Historically, nearly 30 faiths are represented in our entering freshman class, with approximately 60% reporting being Catholic.

#### ENTER GRADUATE DATA HERE

A review of the Undergraduate and Graduate Enrollment Profiles over the past 10 years substantiates that the University has a history of attracting a diverse student population who want to be challenged to make positive changes in a global community while being guided by principles of ethical learning, service to others, the search for truth, and faith that does justice.

Creighton has many resources available to support and guide students in their growth both academically and personally. While the [Creighton Student Handbook](#) lists the numerous resources available to students, Criterion 3.D. details strategies implemented annually to provide an understanding of the breadth and depth of these collaborative efforts across campus.

### **1.A.3 The institution's planning and budgeting priorities align with and support the mission.**

Mission drives institutional planning and budgeting processes at Creighton. Creighton University's institutional planning is an on-going, iterative process. The University has initiated three distinct, yet linked, systematic planning processes each reflecting the change in presidency. Criterion 5.C. details Creighton's systematic planning process. Despite these presidential transitions, the inextricable link guiding all planning processes is the centrality of mission when making decisions regarding the allocation of human, physical, and fiscal resources. During the tenure of President John P. Schlegel, SJ, PhD, the vision that "Creighton University will be a national leader in preparing students in a faith-based setting for responsible leadership, professional distinction, and committed citizenship" was the foundation of the strategic plan. Mission based strategic initiatives included enriching and advancing Creighton's Catholic and Jesuit identity by transforming undergraduate, graduate and professional education to holistically

develop students, conducting scholarly activities that informed teaching and addressing societal problems.

In 2012, under the direction of President Timothy R. Lannon, SJ, the University initiated a planning process based on a “One Creighton: Make a Better World” vision “to sustain Creighton University and enhance our ability to prepare students to make this world better”.

President Daniel S. Hendrickson, S.J., Ph.D., began his tenure in July 2015, succeeding interim president J. Chris Bradberry, Pharm.D. In October 2015, the campus community embarked on a mission driven “all-university examen process”. [The Examen process](#) is an Ignatian exercise designed to encourage contemplation of the ways in which each college/school and department has enhanced Creighton’s mission and the initiatives to help propel the University forward. Building on themes identified in previous planning initiatives, the University’s current planning process is designed to “sharpen the themes of academic excellence, community engagement, mission and identity, and stewardship of resources, as well as the processes by which we [Creighton] plan for the future as a Jesuit University that prides its sense of community and its mission as Catholic and Jesuit”.

Outcomes of the spring 2016 Examen process were presented to the Creighton Community on August 24, 2016. The [Examen process outcomes](#) indicated a strikingly wide-spread understanding of and appreciation for the Catholic Jesuit Character of the mission of higher education at Creighton. A consistent finding in the report was best characterized by the following statement: “The Catholic, Jesuit Character of the Mission, is Creighton’s shared belief across the various schools and divisions that Jesuit education transforms lives; our students become agents of change and many work for justice” (consolation). With that being said, the report also reinforced that “institutional planning must flow from the best practices of Ignatian discernment; Ignatian practices and values have to be central to decision-making processes”. While the initial review indicated areas for growth in both knowledge and implementation, the data give evidence of the value of service for and with others, and advocacy for justice by all schools and colleges.

Over that past 10 years, the University has more deliberately aligned the budget, financial operations, and gifts administration with the mission. An example includes the development of a [Capital Project Prioritization Matrix](#) to rank priorities for capital spending. The Matrix integrates mission centric characteristics into five of the seven criteria used to rank the priority for capital spending

## **I.B. The mission is articulated publicly.**

### **1.B.1. The institution clearly articulates its mission through one or more [public](#) documents, such as statements of purpose, vision, values, [goals](#), plans, or institutional priorities.**

Creighton University’s *Mission Statement* is publicly articulated through a variety of outlets for internal and external audiences. It is available to all members of the Creighton community, as well as to the public, via the University website. In addition, the website provides an explanation of Jesuit education within the context of the mission. While the website is a very public display of our mission and values, the *University Undergraduate Catalog*, *Graduate Catalog*, *Faculty*

*Handbook, Employee Handbook, and University Student Handbook also prominently feature the mission. Each College/School and non-academic department's mission flows from, and is consistent with, the Creighton mission.*

Banners throughout campus, photographs, artwork and stories depicting the history of Jesuit universities, emphasize the Ignatian values that underlie the mission. Sculptures, such as the statue of St. Ignatius, and, most recently, "The Flame", represent Jesuit values. An "All Things Ignatian" event illuminates mission through research and service poster presentations by the campus community. The Welcome Week Pathway is symbolic of the student's academic journey and links mission with the academic journey student often travel as they begin their career as lifelong learners.

Though Creighton proudly and publicly displays its mission in a variety of artifacts, it is the people and the interactions people have with students and one another that best exemplify how Creighton lives the mission. The Creighton community shares a singular passion for making positive changes in the world. Student comments often mirror Saint Ignatius' charge to his Jesuits to "go forth and set the world on fire". As one 2016 graduate states "Creighton has a reputation as an elite university. But the [Jesuit teachings](#) set Creighton further apart. Creighton teaches students more than what a regular college education provides, because it instills values and an energy to go out and set the world on fire".

**1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, [public](#) service, economic development, and religious or cultural purpose.**

Creighton is a Catholic, Jesuit, comprehensive university known for quality, value-centered undergraduate, graduate, and professional education, health care delivery, service and outreach to our communities, and an intellectual center for Catholic thought and dialogue. Creighton's mission continues to be current, relevant, and reflect the 450-year old [core Ignatian values](#).

The Jesuit core values are set within the context of Creighton's primary ministry of education as set forth by Saint Ignatius and the Jesuit Community. At Creighton University education is synonymous with formation. Curricular, co-curricular, extracurricular, experiential and community based living-learning experiences are intentionally developed to holistically transform students to be men and women for and with others. To this end, [Creighton's academic excellence is recognized both regionally and nationally](#). Since 2003, Creighton has earned the #1 ranking in *U.S. News & World Report* magazine's college rankings for Midwest Regional Universities.

While external recognition for academics is a benchmark of achievement, the academic footprint Creighton wishes to leave is one that speaks to preparing "leaders who want to be something larger than yourselves; to want to make the world a better place" (Fr. Hendrickson's Pathway Speech, 2015). Accomplishing this legacy requires learning outcomes and a rigorous curriculum grounded in Jesuit pedagogy. That said, the most significant achievement over the past 10 years, was the implementation of a rigorous undergraduate [Magis Core Curriculum \(Magis Core\)](#) that

actively engages students in critical reflection regarding the nature of reality, human life, one's moral obligation, social justice, and diversity. Not only do foundational and exploration courses provide avenues for reflection on broad issues, the Magis Core requires all majors to identify courses that "intersect" what students have learned about themselves and their world in relation to respective disciplines/majors. Though the Magis Core is designed for undergraduate students, the learning outcomes, classroom and practicum/internship experiences associated with the graduate and professional schools build on the same Jesuit pedagogy of context, experience, reflection, action, and evaluation. (May need an example or 2).

Creighton's mission underscores the dual identity as being both Catholic and Jesuit. As Catholic, the University aligns with the living institution of the Catholic church and its intellectual tradition. This intellectual tradition is dedicated to the "pursuit of truth in all its forms". Consistent with its Jesuit identity, the mission is grounded in the [Ignatian values](#) of magis (seeking the greater good), finding God in all things, cura personalis (personal care of each individual), forming women and men for and with others, and advocating for justice. This dual identity is articulated in [six university-level outcomes](#), common to all undergraduate, graduate, and professional students' experiences. These outcomes, in turn, drive the [Ignatian paradigm](#) to the teacher-learner relationship at Creighton. Creighton espouses that the faculty's primary role is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student's experience, reflection, and action to occur. These actions continually interplay with context and evaluation to complete the pedagogical model of Ignatian education. This pedagogical model fosters the quest for knowledge and truth in all academic programs and curricula. The Mission enhances scholarship and teaching of the liberal arts, natural sciences, the fine arts and offers a "fundamental hospitality to the balanced integration of faith and reason." (Magis Core Preamble 1.1, p. 4 <https://www.creighton.edu/sites/www.creighton.edu/files/media/Magis-Arts-and-Sciences-Core-Curriculum-Plan-Apr-2013.pdf>).

As a Catholic Jesuit educational institution, the importance of the spiritual dimension of humans is stressed across all aspects of the Creighton experience. Curricula and related service activities support this. The spiritual dimension is manifested through the annual Mass of the Holy Spirit and an interfaith service to celebrate the common call of all faith traditions. Lay and ordained chaplains in the various Colleges and Schools, as well as a wide array of retreat and liturgical opportunities, support and foster an active prayer life, a deeper conversation and relationship with our Lord Jesus Christ. Service and justice trips, advocacy training for justice, and immersion opportunities among the marginalized in Omaha and the larger world are offered in a context of prayer, reflection, and growing self-awareness. The Student Life division, collaborating with the staff of Campus Ministry and the Schlegel Center for Service and Justice (SCSJ), provide Ignatian leadership training across the undergraduate schools for campus leaders. Jesuit priests and brothers serve as members of the Board of Trustees, faculty and administrators, residence hall, hospital and professional school chaplains, as well as pastor to St. John's Parish on campus. Lay ministers and ordained chaplains of other Christian faiths also serve in Campus Ministry and as faculty and administrators.

Inherent in the mission and embedded within the Jesuit core values is Creighton's promise to the global community of a commitment to integrating education, service, and faith for the betterment of society. To this end, [Creighton invites all members of the community to engage in community-based service and service-learning activities](#). The SCSJ and University Ministry coordinate service experiences that target marginalized, vulnerable populations. The Office of Academic Excellence and Assessment (OAEA) publishes a monthly e-newsletter, [Update on Service-Learning](#), to inform the Creighton community of potential service-learning opportunities. The newsletter highlights existing service-learning initiatives. The OAEA website houses a "Service-Learning Toolkit" and online Faculty Development Tutorials for faculty interested in pursuing course related service-learning opportunities.

### **1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

While Creighton proudly displays its mission and core values for the public on its website, the University also make visible to other constituents, the manner in which the University lives the mission and core values. To this end, the University's Communication and Marketing Department (UCOMM) serves as the main vehicle for sharing information about programs, services, and accomplishments that highlight the mission. All publications speak to the centrality of mission and core values. Articles, published events, notable achievements articulate the lifelong commitment of a community dedicated to participating "in the tradition of the Society of Jesus" and providing "an integrating vision of the world that arises out of a knowledge and love of Jesus Christ".

UCOMM targets a number of electronic and printed publications specifically to faculty and staff. The *Creighton Today* is a daily newsletter featuring news and announcements of interest. The *Provost Message*, a monthly e-newsletter, highlights accomplishments and other information impacting academic activities on the campus. The *President's Update*, another e-publication, is a monthly newsletter focused on broad academic and non-academic issues impacting the University.

Creighton celebrates over 68,000 alumni. Several print and on-line publications are directly targeted to these individuals in an effort to sustain lifelong relationships. The [Creighton Magazine](#), printed three times per year, serves to update constituents on local, national, and international issues impacting Creighton and highlight faculty, staff, student and alumni contributions to the global community. The [Alum Wire](#) e-newsletter, published monthly, communicates on-going activities of the University to alumni and announces upcoming Creighton events. UCOMM supports the publication of [newsletters and magazines specifically associated with each College or School](#).

*Nursing, Law and Dentistry* publish an annual progress report that highlights information of special interest to constituents of those respective colleges and schools. Government and community leaders are considered, not only friends of the university, but partners in advancing the community. The annual [Creighton University Year in Review](#) provides a dashboard for the public of key university metrics and initiatives that impact the local, statewide, national, and international community.

UCOMM supports the construction and publication of all recruitment materials and works closely with all schools and colleges to ensure that information disseminated to potential students and families accurately reflects the academic and support services offered to students. This includes maintaining the university's main website as well as all school, college, and support services external webpages. Information included in recruitment brochures, pamphlets, billboard, social, and TV media are evaluated by UCOMM to ensure honesty, and consistency in messaging as well as reinforce Creighton's commitment to a Catholic, Jesuit education.

## **1.C. The institution understands the relationship between its mission and the diversity of society.**

### **1.C.1. The institution addresses its role in a multicultural society.**

Creighton University's mission, expressing its participation in the "tradition of the Society of Jesus", "provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ" and its core belief in "the inalienable worth of each individual". In "appreciation of ethnic and cultural diversity" the [mission statement](#) informs its relationship to a multicultural society. The University's [Diversity and Inclusion Policy](#), issued in 2013, operationalizes the commitment to advancing diversity both within the Creighton community and to society-at large. The Diversity and Inclusion Policy, coupled with the [Non-Discrimination Statement](#), serve as the foundation for academic, and co-curricular offerings, outreach endeavors as well as admissions, hiring, and promotion policies. Creighton's [Diversity website](#) provides detailed information regarding diversity and infrastructure, as well as programs and student organizations, committed to sustaining an environment that promotes diversity and inclusion, while encouraging students and others to be thoughtful and resourceful stewards of a global society.

### **Academic Role addressing a Multicultural Society**

The university's undergraduate core curriculum (Magis Core Curriculum) explicitly addresses diversity and multiculturalism. The Magis Core curriculum includes required courses on critical issues in human inquiry where students encounter and are asked to grapple intellectually with questions of diversity, social justice, and values (i.e. COM 170 Communication Across Cultures, ENG 172 Race and Identity, HIS 171 Waging Peace in the Twentieth Century) or to demonstrate basic competence in a modern or ancient language. Courses are designed to enhance the student's ability to articulate the range of cultures in contemporary or historical terms and identify what constitutes differences in cultures. These courses require students to analyze personal values with respect to unfamiliar communities or cultures. Students are introduced to distinctive disciplinary methods of historical inquiry with the intention of guiding them toward the ability to explain how significant historical developments have shaped human societies and cultures. Such courses offer a broad view of the past that supports an examination of change and continuity over a significant period of time; link particular regions with larger chronological and geographical trends in history; and analyze a combination of relevant thematic concerns such as race, gender, nation, politics, and economy.

In addition to the Magis Core Curriculum required for all undergraduate students, several other academic and on-campus programs reflect the importance of diversity as a priority to Creighton University's mission. Majors in Spanish and Hispanic Studies, Cultural Anthropology, American Studies, and minors in Native American Studies, Black Studies, Women's and Gender Studies, and Asian Studies represent the importance and integration of multiculturalism through teaching and learning.

While the University Mission does not specifically include terms related to international education, a commitment to the global community is understood as integral to its daily life. The Mission states that "As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ... Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world." Knowledge of world issues and interdependence and interest in current events, functional foreign language ability, and cultural empathy, are cultivated through multiple curricular, co-curricular, experiential, and service-learning initiatives.

International academic and co-curricular opportunities exist for students to pursue an understanding of the global community. The university has a rich study abroad program consisting of 5 broad categories of study abroad opportunities for students. These opportunities are Encuentro Dominicano, Faculty-Led Programs Abroad (FLPA), Exchange Programs, Affiliate Programs, and Associate Programs. FLPA programs traditionally take place in summers and have grown from 9 programs / 110 students per year in 2008 to 18 programs / 250 students per year in 2015. The number of students participating in semester-long, full-time credit bearing programs abroad has increased from 120 in 2008 to 333 in 2015.

Despite limited availability of scholarships for international students and the fluctuating world economy, enrollment of international students has grown from 115 in 2008 to 223 in 2015. The Intensive English Language Institute (IELI) serves international students who must improve their language proficiency before beginning their academic careers. Enrollment in IELI has remained consistent over the past 8 years with 26 students per term. A decline in the number of international students enrolling into our undergraduate programs after completion of the IELI program led Creighton to apply for specialized accreditation from the Commission on English Language Program Accreditation (CEA), which is anticipated to take place in 2017. Additionally, the curriculum has been adapted to provide an academic bridge program that facilitates advanced enrollment in academic programs beginning Fall 2016.

The presence of international visiting scholars and students on campus is crucial to fostering a strong world view. The University participates as a designated sponsor in the U.S. Department of State's Exchange Visitor program (Visiting Scholars Program). Colleges and schools are encouraged to collaborate with other countries in order to invite and recruit visiting scholars to the university. The number of visiting scholars has grown from an average of 30 in 2008 to 90 in 2015, mostly in the health sciences. This represents a 200% increase in a 7-year period. Countries represented include Canada, Tajikistan, India, Croatia, France, Lithuania, Germany, and China, among others.

The Reverend Peter-Hans Kolvenbach, S.J. stated that [“As Jesuit higher education, we embrace new ways of learning and ....teaching in an academic community of dialogue; and a new university way of practicing faith-justice in society”](#). As such, Creighton embraces alternative styles of education in order to provide Jesuit education beyond the confines of our campus footprint. Distance education initiatives at Creighton clearly evidence our commitment to a global society. The University offers 39 online/hybrid degree programs at the undergraduate or graduate level and 23 on-line/hybrid certificate programs. For the last 5 years, we have increased our students coming from further than 500 miles away by 63%. We have also increased our percentage of students of color enrolled in online/hybrid programs. Over the last 5 years, the percentage of students of color has increased more than 4%. [Directionally, our online/hybrid programs are affording us the opportunity to increase the number of students of color.](#)

### **Global Engagement Office**

The growing presence of international students, scholars and study abroad participants reflects broad campus-wide attention to the formation of global citizens. In 2015, to better coordinate, establish resources, and focus on a more diverse audience, the Office of International Programs was re-configured into the Global Engagement Office (GEO). The mission of the GEO to “facilitate campus-wide advocacy, support and implement the University's goals for international education and exchange as members of an increasingly complex global society” is consistent with Creighton’s mission to provide “an integrating vision of the world. The GEO is committed to developing engaged, informed and culturally-competent critical-thinkers through diverse curricular and co-curricular programming that emphasizes cultural immersion, reflection, and experiential learning.

The GEO is also charged with cultivating international partnerships, overseeing the Asian World Center, coordinating the Encuentro Dominicano program in the Dominican Republic, and leading the Creighton Global Initiative.

The Creighton Global Initiative is a Presidential initiative that seeks to animate, enrich and embrace an intentional global focus for the University community through grant-based projects that build on current academic and institutional efforts, while envisioning and implementing new ones. Five areas of interest inform grant funding. These five areas include: academic enhancement, the cultivation of a globally conversant campus, impact on Omaha, international immersion and study abroad, and institutional innovation to prompt a special focus on pressing global issues. Beginning July 2016 the Global Initiative will allocate approximately \$1.5 million dollars in grant funds to 26 global projects.

A renewed focus on diversity issues is also moving forward. A newly formed Presidential Diversity Commission seek to increase awareness of diversity at Creighton, advise on recruitment and retention of a diverse faculty, staff, and student body, and advocate issues of diversity for the entire campus community, while reimagining offices in a collaborative and creative manner.

**1.C.2 The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

Subsequent to the last HLC accreditation visit, university strategic planning initiatives have addressed diversity. The [2003](#) and [2008](#) plans contain specific goals and strategic initiatives that recognize the importance of supporting a diverse community for faculty, staff and students.

Creighton University is deliberate and strategic in its efforts to ensure that the faculty, staff, and student community represents a diverse gender, racial-ethnic, and culturally diverse population. These efforts reflect a shared sense of responsibility for fostering diversity on our campus. Creighton has, in place, an infrastructure to support a diverse and inclusive environment for the campus community.

**University Offices, Centers, and Committees**

The Office of Equity and Inclusion (OEI), created in 2012, is responsible for education, advocacy and compliance around issues of harassment, discrimination, sexual and relationship misconduct for Creighton University. Additionally, OEI assists with compliance for affirmative action, EEO, Title IX, Title VII, Section 504 of the Rehabilitation Act, and other related state and federal laws. OEI provides ongoing training and education for faculty, staff, and students, in addition to complaint resolution. The Violence Intervention and Prevention (VIP) Center within OEI provides prevention education and confidential advocacy to faculty, staff, and students. This includes bystander intervention training and education for all Creighton students. Additionally, the VIP Center serves first- and second-hand survivors of sexual violence, dating violence, and stalking with one-on-one confidential advocacy.

In 1969 Creighton established the first office to support and advocate for diversity and inclusion. Over the years the Office has had several name changes, currently referred to as the Creighton Intercultural Center (CIC) with the mission to develop, facilitate, and maintain and appreciation for cultural diversity within the Creighton community. Beyond an extensive programming effort, CIC offers services and program for faculty, staff and students to advance the educational, cultural, and social understanding of our diverse human family. The office has four primary functions: intercultural education, academic support and mentoring, outreach, and student cultural center. Examples of events sponsored by this Office include: the American Indian Student Leadership Conference; the AJCU Conference on Multicultural Affairs; the All Nations Pow Wow; and the Black Student Government Conference. The CIC collaborates with many campus affiliates which represent Creighton's diverse student body. The African American Student Association, the Latino Student Association, and the Muslim Student Association are a few of the student organizations that engage with the CIC to implement listening sessions, diversity training and ongoing cultural programming in order to enhance intercultural educational opportunities across campus.

Creighton University hosts the oldest Educational Opportunity Programs (EOP) in the State of Nebraska. Creighton's educational opportunity/TRIO programs strive to give first generation, low-income, and underrepresented minority students the best possible chance to pursue higher education. Creighton sponsors five TRIO programs. Specifically, Educational Opportunity

Center for Adult Learners, Student Support Services, Talent Search, Upward Bound, and Upward Bound Math &/Science. Each TRIO program is funded through a competitive Department of Education grant process. Collectively these programs serve over 2100 students from the Omaha metro area providing information and strategies on applying to colleges, financial literacy, career exploration, academic support, and leadership training to aid in retention, academic standing, and degree completion.

Creighton University is committed to meeting, not only the requirements of the ADA, but the spirit of the ADA and its amendments. The University believes in a culture of openness, a supportive educational and work environment, and the promotion a quality and reasonable accommodations for employees and students with disabilities,

The Office of Disability Accommodation provides services and resources to meet the needs of qualified students with disabilities. The Office coordinates services for students with disabilities to ensure equal access to programs and facilities.

The Disability Accommodation and Awareness Committee, a presidential committee comprised of faculty, staff, and students, provides information and education on accessibility to the campus community. Creighton University is required to provide reasonable accommodations for qualified employees.

The Martin Luther King Jr. Committee was established in 1987 to increase awareness and foster Martin Luther King's values of inclusiveness and diversity within the context of Creighton University's commitment to social justice. The committee is instrumental in sponsoring events associated with inclusivity and social justice concerns.

In 1971 the Committee on the Status of Women (CSW) was formed by Father Joseph J. Labaj, S.J. to assure that "every effort is expanded to give equal consideration to women in all phases of operation of the University and to create an environment equally supportive of achievements by both men and women." The CSW was instrumental in establishing the Staff Advisory Council, the Lieben Center for Women, Women's History Month, and a gender climate survey of students, faculty, and staff. Annually, since 1981, the CSW has awarded the Mary Lucretia and Sarah Emily Creighton Award to a faculty, staff, administrator, or student who advances the cause of women in the Creighton community.

The Eileen B. Lieben Center for Women was established in 1998 to respond to issues impacting women students at Creighton University. Although student centered, the Lieben Center is a welcoming space for all members of the Creighton community and aims to improve the quality of life on campus through programming, education, and empowerment.

The purpose of the Student Leadership and Involvement Center is to develop the whole person-mind, body, and spirit, through learning opportunities that teach and challenge students to develop, understand, and reflect upon personal values, leadership skills and goals. The Center, engages organizations that support a diverse student population. Over 200 student organizations exist on campus dedicated to supporting gender diversity (e.g., American Medical Women's Association), ethnic diversity (e.g., African Students Association, Asian Law Students

Association), and sexual orientation (Gay Straight Law Alliance). In addition, the Center recognizes cultural, service-oriented, faith-based, social, spiritual, athletic, health-related ROTC, and animal awareness and advocacy organizations.

Though the University recognizes that upward trending may be slight in some areas (e.g., cultural), Creighton's [religious, ethnic, cultural, and gender diversity profiles](#) demonstrate its broadly dedicated efforts to create a diverse learning community.

#### **1.D. The institution's mission demonstrates commitment to the [public](#) good.**

##### **1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the [public](#), not solely the institution, and thus entails a [public](#) obligation.**

Creighton University's identity, as both Catholic and Jesuit, mandates that its educational, service, research and scholarship obligations "contribute to the betterment of society....stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world". The breadth and depth of Creighton's commitment to the public is evidenced in curricula that is guided by principles of ethical living, service to others, the search for truth and a passion for justice. Co-curricular and extracurricular experiences provide the lifelong foundation for meaningful engagement with a global society.

Though Creighton's commitment to the public good is a natural part of its missional ethos, external benchmarks serve as a measure of Creighton's contribution to the public good. Creighton University is ranked #3 in the Best Master's Universities category in the 2015 [Washington Monthly College Rankings](#) for its contributions to society, civic engagement, research and social mobility.

High school counselors' recognition of student engagement is one factor that earned Creighton a dedicated profile on [Colleges of Distinction](#). Creighton's commitment to sustainability is evident in that it is the first Catholic, Jesuit University to achieve [Fair Trade status](#) for its work in integrating Fair Trade principles into the University's administrative policies in support of fair trade in daily operations.

Given our missional ethos and the percentage of students entering Creighton with a strong service ethic, Creighton monitors the level of its community engagement as well as the impact of this engagement on local, national, and international communities.

The (who collects this—is there a central department (e.g., marketing) or is it by department) collects data on university wide initiatives, partnerships, volunteer service, service learning, and accomplishments. The UCOMM (Marketing?) Office disseminates this data to the public through the [Year in Review](#), [Economic Impact Report](#), [In the Community](#), [Partnerships](#), [Faith-based Initiatives](#), and [Service](#). These resources provide the public with a snapshot of the breadth and depth of Creighton's dedication to contributing "to the betterment of society".

**1.D.2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Article I of the [Bylaws of Creighton University](#) clearly articulates that “Creighton University is a corporation organized under the laws of the State of Nebraska primarily for educational purposes.” Creighton’s primary purposes is to encourage learning. Consistent with the Bylaws, Creighton is “dedicated to the service of its immediate community, the service of the nation, and the service of the world at large. The University fulfills its corporate purposes and carries out these dedications by means appropriate to a university in our society, that is, through teaching and research, and by the discovery, preservation, and communication of knowledge. The University, therefore, and its Trustees in its behalf, recognize and accept three primary responsibilities: that of teaching, that of research, and that of community service.” To this end, the University [allocates 60% to the academic enterprise](#).

Creighton’s [Conflict of Interest policies](#) protect the best interests of the University and require the disclosure, review and management of relationships with potential to compromise the integrity of Creighton’s primary mission. With respect to generating financial returns for investors, contributing to a related or parent organization, or supporting external interests, the University has no fiduciary duty as such.

**1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

Creighton’s Jesuit educational mission and its obligation to societal needs were acknowledged by Fr. Schlegel during his last Baccalaureate Mass Homily as President. Father stated, “If Jesuit education means anything... it means being dedicated to mediate change, to read the signs of the times, to do something about transforming society. We educate for leadership and for service... This education is radically hopeful, future-oriented and empowering. But it takes women and men of hope and courage to give it life and make a difference.” Inspired by Jesuit values, Creighton is committed to global engagement. Many collaborative partnerships highlight our commitment to the Ignatian values of caring for people, seeking justice, working towards the greater good, and serving others for the greater glory of God. The following exemplars highlight our efforts, locally, regionally, nationally, and internationally.

The Schlegel Center for Service and Justice (SCSJ) was formed in 1995. The Center’s mission is to promote and encourage the building of communities of faith, service, solidarity and justice. The Center provides opportunities for students to serve vulnerable populations, while educating the Creighton community on causes of domestic and international poverty. It also supports students in public policy advocacy efforts and forms leaders for service and justice.

The SCSJ supports multiple opportunities for service to the local community. These opportunities include [weekly service activities](#) to homeless shelters and after school programs where Creighton students tutor and mentor local refugees. As part of the Creighton Global Initiative, students serve as liaisons between the Creighton community and local refugee resettlement and assistance agencies. In collaboration with the Office of Interprofessional Scholarship, Service and Education (OISSE) and a university-wide [Project Homeless Connect](#)

committee, Creighton hosts Project Homeless Connect. This one-day event serves over 500 people experiencing homelessness with services including housing, healthcare, haircuts, and legal resources.

At regional and national levels, SCSJ coordinates and supports fall and spring break service & justice trips to over 20 states. To make trips more accessible to students, the SCSJ subsidizes the cost for students. In addition to trip subsidies, the SCSJ offers significant leadership and need-based scholarships. Recently, SCSJ awarded \$25,015 in scholarships to trip coordinators and participants. Trip subsidies and scholarships come from fundraising efforts such as the Creighton sponsored Soup Luncheon and the generosity of donors.

In addition to direct service activities, the SCSJ sponsors Ignatian Justice and Advocacy experiences such as the “[Ignatian Advocacy and Ignatian Family Teach-In for Justice](#)”. The Teach-In allows students and faculty to travel to Washington, DC to learn about social justice issues in the Jesuit, Catholic tradition and participate in legislative visits on Capitol Hill. Students also attend local, state and national Faith-Justice Internships and Conferences to engage with other faith-justice partners, including the Bread for the World, Columban Fathers Center for Advocacy and Outreach, and Omaha Together One Community.

In preparing students for service beyond graduation, the SCSJ counsels students on post-graduate volunteer opportunities. Programs such as Jesuit Volunteer Corps, Magis Teaching Corps, and Peace Corps provide post-graduate volunteer opportunities.

The [Magis Clinic](#) is a student-run, free clinic, open to all people. Founded in 2004, the Clinic provides quality and compassionate healthcare to the homeless and underserved in Omaha with assistance from local partners.

The Porto Urgent Care Clinic, which opened in 2009, offers a holistic and interprofessional approach to healthcare for the underserved, uninsured and underinsured in the Omaha Community. In 2015, the Clinic served more than 900 patients.

The [Abrahams Legal Clinic](#) is a civil practice clinic that provides free legal assistance to low-income residents of Douglas County, Nebraska. The clinic operates as a small law firm at the School of Law and is staffed by law students. Collectively, from 2011-2016, the Clinic logged nearly 8000 intakes and/or open cases.

[Project CURA](#) is a student run organization that provides health education and primary prevention to the underserved and minority populations locally, regionally and internationally.

The [Institute for Latin American Concern](#) (ILAC) is an international, Catholic, Ignatian-inspired, collaborative health care and educational organization that exists to promote the integral well-being and spiritual growth of all participants. The first group of Creighton students traveled to the Dominican Republic for the Summer Program in 1977. Since then, [the ILAC Mission has grown considerably](#). Creighton ILAC hosts 23+ groups, in multidisciplinary teams of 60-70 students, annually to serve and learn in the Dominican Republic and has developed relationships with Dominican community partners and organizations, while investing in infrastructural improvements at the ILAC Center (including a replacement of the electrical grid system

628 supplying power to the ILAC Center Campus and investing in new technology and data wiring  
629 for the purpose of creating an electronic medical records system).

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